

*Carr*

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# THE VIRGINIA TEACHER

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December, 1932



"To begrudge every cent spent for schools . . .  
is neither sound economy nor sound economics"

—William G. Carr

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"In a real sense the teachers of this nation are the  
trustees of posterity."—Edgar W. Knight

o———o

"We are trying to balance budgets by cutting the  
heart out of the only things that make govern-  
ment a creative social agency."—Glenn Frank

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PUBLISHED AT THE  
STATE TEACHERS COLLEGE  
OF HARRISONBURG, VA.

15 CENTS

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\$1.50 a Year

Published Monthly except June, July, and August

15 Cents a Copy

THE VIRGINIA TEACHER is indexed in the *Education Index*  
published by the H. W. Wilson Co.

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D. C. HEATH AND COMPANY

180 Varick Street, New York City





# THE VIRGINIA TEACHER

Volume XIII

DECEMBER, 1932

No. 9

## TAXES—THE PRICE OF GOOD SCHOOLS

THE need for constructive economy in government is urgent. Wasteful expenditures of public money for schools or for any other purpose must be condemned by every patriotic citizen. But we are equally obligated to reject those glittering but false economies which weaken the important social functions of our government. The panic psychology which demands school tax reductions without proper regard for results must be cured by a better understanding of the nature of public education and of taxation.

In seeking such an understanding we must deal with such questions as these: Are school taxes now levied fairly on the entire economic ability of the people? What relationship exists between public expenditures for schools and private expenditures for other necessities? Is education a productive enterprise?

When we hear the word *taxation*, most of us think first and only of the taxes levied on land and buildings. This habit will have to be broken before we can successfully deal with the problem of taxation as a whole. True, the general property tax furnishes three-quarters of all state and local tax revenues, but there is no reason except our own indifference why this condition should continue. Our almost exclusive reliance on this unfair and inefficient tax is condemned by all competent students of taxation. These experts, while avoiding panaceas for all tax ills, are nevertheless rather well agreed on the broad lines of a program for improvement. But as yet only a handful of states have even begun to develop a broad tax program which is in ac-

cord with twentieth century economic conditions. This is not the time to describe, even in general terms, the nature of such a program. The important points to be made now are these: that there are other kinds of taxes than those levied on farms and homes; that these other taxes should be used to supplement or reduce the property tax; that in most states there are sources of public revenue which are escaping their fair and proper contribution to the support of government; and that taxes on real estate might not climb so high if these other sources of revenue were properly used. Before we conclude that the total load of taxation is too heavy, let us make sure that everyone is carrying his fair share of it.

A balanced view of taxes and public education will not be secured until we rid ourselves of the fallacy that tax payments constitute a form of charity. It is becoming popular to seek the applause and support of taxpayers by insinuating that tax payments constitute a benevolence for which the taxpayer receives no adequate return. This attitude may be illustrated in many ways. A recent editorial in a metropolitan newspaper will serve to place it before us. The article asserts that the average American worker is required to work sixty-one days a year without pay to support his government. It abounds in such expressions as these: "Sixty-one working days *for which you are not paid*"; "you must toil *gratis*"; "one hour and thirty-six minutes per day *with no wages*." The editorial concludes with a dire warning that we all may soon spend all our time working for the support of government and have nothing left for ourselves at all.

Such statements as these are dangerously misleading, for they convey to hasty and uncritical readers the impression that citizens are being imposed upon by a parasitic gov-

This address was broadcast over an N. B. C. network on November 13, 1932.



ernment which snatches away without due return a large portion of every toiler's income. Are such views justified?

As part of the answer to this question let us note that our modern complex life requires collective action. If the American people want the schools to be kept open, if they want their children to have good educational opportunities, they must expect to pay for these services. And by far the most economical way of buying these services is by public action through general taxation. The schools owe no apology to the taxpayer. On the whole, their services have been built up in response to demands dictated by the needs and wishes of the people. These services have been supplied at a fair and reasonable price.

Few people realize the tremendous additional responsibilities assigned to the schools in the past few years. High school enrolment has doubled every ten years since 1880. The Census Bureau reports that in 1930 eighty per cent of all children five to seventeen year of age were attending school. Since 1930 additional thousands of young people have poured in. If the ratio of school attendance to population which prevailed in 1930 were unchanged today, over two and a half million additional young people would be added to the already critical competition for jobs. Without public schools our bill for educational services would mount to many times its present proportions and the poor man would see his children grow up in ignorance unprepared for the needs of life.

With these considerations in mind let us return to our newspaper editorial, which you will remember bitterly objects because the people are required to work without wages for the support of governmental services. Such statements appear on the surface to be plausible and frequently win popular approval, but they cannot stand searching analysis. It would be just as

reasonable to lament because the average American works about 150 days for his landlord and grocer. Can you imagine a newspaper publishing indignant editorials because the American people work about 45 days out of every year for automobile manufacturers and several days every year for the support of the newspaper business? Of course, the American people have to work for the things they get, including the support of their schools and their government. While every possible saving should be effected, particularly in this time of economic difficulty, the American people are willing to pay the necessary funds for the maintenance of needed governmental services and especially for the uninterrupted education of their children.

Our attitude toward school taxes will naturally depend somewhat on the results obtained from them. It is fair to ask to what extent expenditures for public schools are productive outlays. The goods of this world are made by raw materials plus labor. But back of the workman is the workman's training. As natural resources are used up, human resources must take on increasing significance. We must therefore have an educational system by which we can pass on to our children our heritage of skill, knowledge, and social wisdom. Untrained and untaught minds can neither use, conserve, nor increase our material wealth. All civilized nations, therefore, invest a portion of their wealth in education. That portion of our wealth which we pass on in tangible form to the next generation may easily be lost or destroyed through ignorance. The wealth which is invested in education and passed on in trained minds and wholesome attitudes is an imperishable asset which, once given, can never be taken away.

An immediate tangible return for money paid for school taxes is seldom obvious. However, economists who have given care-



ful study to this problem recognize in general education one of the principal factors in material progress. Since 1900 the output per wage earner in American factories has doubled. Corresponding increases have been registered in the average income and average wealth of the American people. The judgment of expert economists and the weight of statistical evidence combine to show that the principal factor associated with these material gains is the parallel advance in education and scientific research. Those nations and states which have modern and progressive school systems are the ones which are furthest advanced in material and industrial progress. In 1890 our national wealth was sixty-five billion dollars; in 1930 it was 323 billions. No one could safely claim that all of this increase has been due to the greater effectiveness of our schools. But even though a small fraction, say one-tenth, of the increase in wealth has been due to education, the money spent to improve schools has been a most profitable investment. Setting aside all cultural, spiritual, and civic values, education remains a productive industry. Good schools ultimately pay their own way.

The most serious handicap to a complete understanding by the public of the relationship between schools and taxes is still to be mentioned. This is the unfortunate habit of thinking of school taxes as an enterprise apart from the ordinary economic life of the people. But the operations of public finance and of school finance are in many respects like those operations of private finance by which you and I conduct our personal affairs. Money is transferred by taxation from "A's" pocket to the public treasury. The treasury in turn pays most of the money to "B" for personal services as teacher, policeman, contractor, or clerk. The remainder of the money is spent for sundry goods—for textbooks, pencils, sacks of cement, fire engines, and traffic lights.

Money spent for schools, or for any other useful purpose, is not a final depletion of our national income. Two billion dollars spent for schools instantly becomes two billion dollars of income, most of which is immediately spent again by the school employees. The school is part of the full economic circle of getting and spending.

If we look at this question of tax collections calmly and objectively, therefore, we find that there is nothing peculiarly sacred or peculiarly profane about public expenditures. Like private expenditures, they may be wisely made or unwisely made. They may be spent worthily or unworthily. Our insistence that taxation is a useful device does not for one moment imply approval of unnecessary taxation or of extravagant, incompetent, or dishonest spending of one cent of public money. Economy in public affairs, like real economy in personal affairs, is both difficult and desirable. The schools are not exempt from the requirement of operating their affairs with sound economy, which means a dollar's worth of service for every dollar spent. But to begrudge every cent spent for schools or other necessary governmental operations is neither sound economy nor sound economics. In the long run we shall find that school taxes are simply the price of education for our children and that good schools are ultimately better and less costly than cheap schools.

WILLIAM G. CARR

Public sentiment is everything. With public sentiment nothing can fail; without it, nothing can succeed. Consequently, he who moulds public sentiment goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed.

ABRAHAM LINCOLN

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## SOME TASKS FOR TEACHERS AND TEACHING

**D**URING this period of confusion and anxiety, with stability giving way to instability, certainties to uncertainties, and hopes to fears, the outbursts against education have been widespread and vigorous. Those attacks have been rather extraordinary. In other crises education was pointed to as the foundation of public well-being and public well-doing and the certain means of recuperation. It was cherished as the source of our national life. If the records of the past can be believed, this is the first time since the idea of public education began its slow but steady conquest of this country, that so many severe criticisms have been aimed at it.

Much that the teachers have been paid by the public to do has been violently assailed. The elementary school has been denounced as aimless and based upon false beliefs; its curriculum is said to be outworn and its teachers lacking in standards of discipline and guilty of the unpardonable sin of teaching unrealities. The secondary school has been called an expensive and inert fetish. Higher education has been pronounced degenerate. These charges have been made by the alleged friends of education and in many cases by high authority whose opinions are respected. Some intelligent and influential people have not only questioned but actually denied the validity of some of the principles accepted and settled in the public educational policy of every American commonwealth.

The loyalty and patriotism of teachers have recently been put to an unfortunate if not an unnecessary strain. But those who find themselves discouraged should recall the history of this country. That record

shows how we have overcome difficulties in the past and it should inspire faith in our capacity to overcome the difficulties of the present. Ideals and a resolute spirit have always triumphed over obstacles as stubborn as any we now face. The schools of this country are the children of idealism and resolution. Therefore, the present conditions should dispose us to earnest reflection.

Whether the recent and current criticisms are even partially justified, school teachers and managers are facing an extraordinary test of merit. A revaluation of their work is being made. Teachers and school administrators are summoned as never before to do something and thus to demonstrate that they believe something. What seems to be a most disheartening period should be looked upon as a most inspiring opportunity for those who go about the villages of this country teaching. But we must fling ourselves at the hard task of defining our place in times like these. What all of us need to learn—the teachers and managers of the schools, those who sit in judgment upon their work, the parents and public—is that “ruin and recover alike are from within,” as Epictetus said in his golden manner many centuries ago.

In the past, it appears, teaching was looked upon by many people as a dedication; it called for faith and a conscious devotion to effort in the cause of public well-being, often with no assurance of adequate and comfortable material reward. This spirit and faith served to give to the work of teaching much of its finest quality and to keep it elevated above that blind materialism that is said to have gained so much strength in recent years.

How to preserve that quality in teaching and retain that lofty view of education is probably our most insistent task at the moment. There are signs that the present crisis is more than economic—that there is real danger of a moral and spiritual depression in education. It may be well for us to

Abstract of an address before the Maryland State Teachers Association, Baltimore, October 22, 1932.



consider whether we have not lost some of the idealism that characterized our work in the past. It would be very unfortunate indeed if the school workers of this country should feel themselves hemmed in, and unable to do more than complain, to console one another in their distress, to denounce, and to sit supinely by waiting for the final execution. And it would be cruel if the philosophy of defeatism now likely to spread among us should find its way to the children and young people whom we teach. We need to restore in ourselves and in them and their parents confidence in the value of the co-operative enterprise we call education. We must reaffirm our faith in our ability to arise and to lead the way out of confusion. We must refuse to be disheartened.

The forces of evil that we are expected to combat are numerous, belligerent, and stubborn. So have they always been. But if we are useful in helping to find a cure for our present democratic stagnation and social confusion, we must be more eager than ever before to leave the world better than we found it. We must also be prepared to endure hardness. Above all, we must make sure that our work is excellent.

We must do our level best to prevent the schools from sharing in the loss of idealism that life in general is said to have incurred. Perhaps it would be well for us to ask whether the schools suffer in aims and purposes from the get-educated-quick methods as our national life is said to suffer from the get-rich-quick philosophy; whether they can actually help in showing what really makes life worth while and what is really worth striving for by men.

Perhaps school teachers and managers and the public alike should inquire whether we have been promising too much in the name of schooling—whether we distinguish in our work clearly between schooling and education. Have we encouraged ourselves and the public to look upon the school as a

magical institution? It does appear that some of the claims made for the beneficence of schooling, popularly considered education, have been extremely high if not a trifle extravagant, especially within recent decades when public schooling reached its loftiest triumphs.

But it now appears that many of the promises made in the name of schooling are unfulfilled. We have mastered the forces of nature, but we are oppressed with a feeling of insecurity. We witness the almost unbelievable extent of poverty. We know that racketeers and gangsters thrive with the knowledge if not indeed the consent of public officials. It is hard to believe the evidence of unfaithfulness, incompetence, cowardice, suffering, crime, indifference, and the strength of the monopoly of mediocrity among governing authorities. In other days we were almost lyric in our praise of our educational arrangements. Now we are almost violent in our criticisms of them, for almost daily we are informed that the work of the schools and teachers has failed.

In the face of these conditions, those who lightly assume the function of school teachers or managers must take care. We should never lose sight of the fact that the essential needs and aspirations of men and women today are not unlike those needs and aspirations that perplexed our forefathers. Perhaps we should consider also the wisdom of disencumbering ourselves of any superfluous pedagogical luggage that impede our real progress, and indulge ourselves less in theoretical generalities. We must be less apt at vapid vanities. The cult of freedom, license, indifference, and easy optimism, and the growing vogue of toleration for almost any and everything in modern pedagogy may reflect our eagerness to have education in the mode of fashion.

It is important for those who teach to feel their feet beneath them, to have positive convictions, and to know for a cer-



tainty what men live by in this world. The great teachers and educational workers of the past gained and retained lofty conceptions of their work among their fellows; they had high views of the functions of teaching and consistently magnified their office. They knew that those whom they taught should carry away from their teaching increased powers of endurance and liberation from slavery, prejudice, irrational fear and passion and be equipped to face the vicissitudes of life. Above all, they knew that teachers can never give their students that which they themselves do not have. They believed that genuine teaching is an art that no rash hand may profane.

Perhaps at no time in our history has transitory pedagogical opinion played so large a part in our educational life as in recent years. Especially has the immediate, which is only a mere fragment of our past and of our future, held a large place in the realm of education. It seems within the limits of the facts to say that much of our current educational philosophy is a creature of the immediate moment, a condition that may make it difficult for schooling to enrich deeply or to sustain fully those who have access to it. Education without a definite, worthy purpose cannot long endure.

To be a teacher today and indifferent to social problems is to deny the claims of the future. In a real sense the teachers of this nation are the trustees of posterity. Their main task is to teach. But before teaching we must learn how to teach. We cannot teach with a certainty that which we do not ourselves possess. The command to teachers to discover what men live by in this world is not often written in the books on pedagogy. It is not found in our traditional and conventional codes on school teaching. But this command is nevertheless written plainly in the great constitution of the race and bears the weight of the unquestioned authority of humanity.

EDGAR W. KNIGHT

## ART AND MORALS

**A**N AGE which gives reign to social imagination, marked by a rising sense of beauty, is now laying a great responsibility for moral leadership upon the arts, upon the humanities. There is even the disposition to make theirs the chief responsibility, on the easy assumption that religious sanctions have lost their power, and good taste must function in their place.

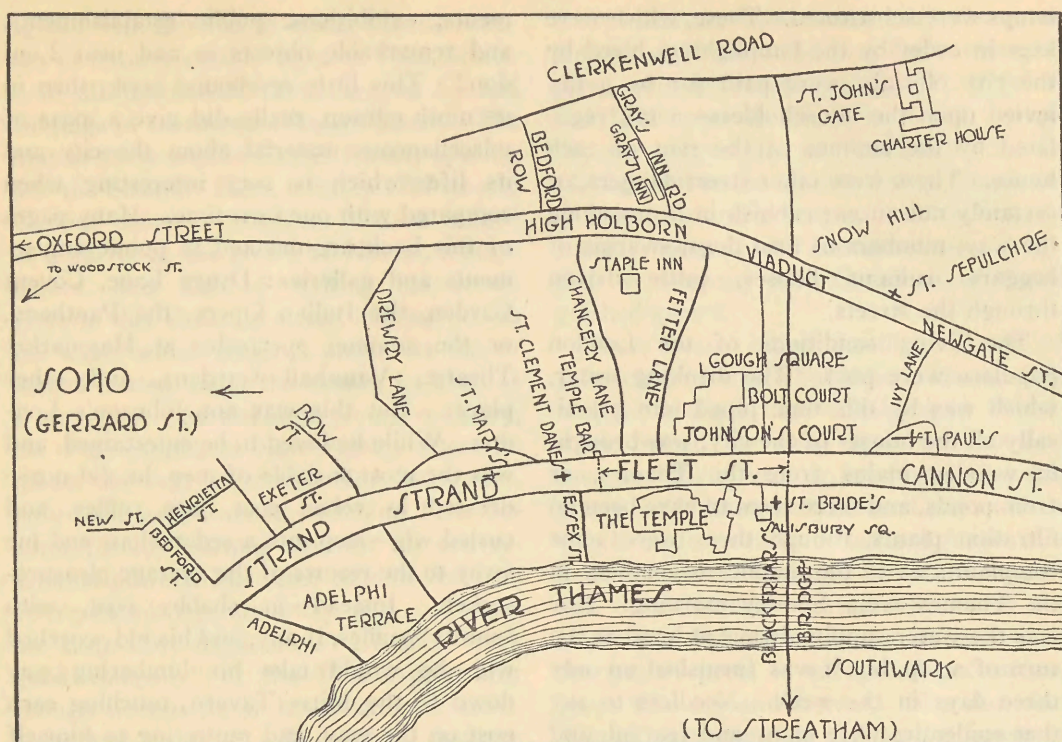
In an age of shifting standards, we welcome every ally in the war against evil, which knows no discharge, and in the reinforcement of the good life, personal and social. Science is a powerful ally. Aesthetics, apart from extravagant claims and with less of obvious power, goes further in the realm of spiritual insight. It shapes ideals and aspirations.

To give free scope to this power, beauty must be cultivated in our universities with as much seriousness and confidence as truth. That it may do its rightful work in the world, it must, like science, be cultivated in and of itself, without subservience to ulterior purposes, without subservience even to moral purposes.

It will be found, nevertheless, that science, art, and morals cannot be grown in separate compartments. The beauty that runs through science is not an unimportant aspect of science. On the other hand in this age, as never before, the results of science are material for art; while now as all the way down from the beginning the intuitions of beauty find their way to truth, outstripping logic and research.

Morals are bound up with both inseparably. The conditions of public morals are subject to all manner of scientific investigations; and art at its highest deals with human life as shot through and through with moral struggle, hope, and retribution, with love and death.—ELMER ELLSWORTH BROWN, Chancellor of New York University.





### SAMUEL JOHNSON'S LONDON

**E**ACH year London gentlemen make a journey to Lichfield on September 7, there to visit Johnson's birthplace, the little bookseller's shop, and the Three Crowns. And yet it is not Lichfield which comes first into our minds when thinking of Johnson, but London—Fleet Street, Bolt Court, and the Mitre Tavern. Johnson had a genuine affection for Lichfield and his friends there, but his real love was given to London, and Boswell tells us, "He would have thought himself an exile in any other place." He evidently thought that the road which led to London was the most alluring of all prospects, not only for a Scotchman but for all others as well, for he said, "When a man is tired of London, he is tired of life; for there is in London all that life can afford."

Yet to us a description of eighteenth century London does not seem exactly that of Elysium. The streets were narrow and

most unattractive, to say the least. There were no sidewalks but, in the streets most congested with traffic, posts were set up along the sides to safeguard pedestrians against being run over by carriages and carts. Surface water and filth were carried off in open drains, or gutters, which ran through the middle of the streets, to the great detriment of the gentlemen's white silk stockings. Stone doorsteps jutted out into the pavements so that it was difficult to walk at night, especially since the lighting system was very inadequate. Robberies were so numerous as to make firearms necessary; so Dr. Johnson may be pardoned for his warlike preparations for his trip to the Hebrides. Until 1736 the only method of lighting the town was by candles, each householder being required to keep a candle burning before his house from six until eleven in the evening. Then, because of the increased robberies and murders, oil



lamps were substituted. These, which were kept in order by the lamplighters hired by the city officials, were paid for by a tax levied upon the householders—a tax regulated by the amount of the rent of each house. There were other street dangers, or certainly nuisances: rubbish in heaps along the way, numbers of mad dogs, swarms of beggars, ruinous houses, cattle driven through the streets.

The living conditions of the London populace were poor. The drinking water, which was by this time piped into practically all the houses of the city, was brought in wooden mains from the Thames, or from ponds, and there seem to have been no filtration plants, though there were some complaints as to the number of bathers in the Thames every Sunday morning. Nor was the water supply always at hand at the turn of a tap, but it was furnished on only three days in the week. Needless to say that epidemics were many and fearful, and the mortality rate was very high. Not only was the drinking water unsafe and all sanitary conditions very bad, but there were no laws to guarantee the quality of food-stuffs. Bread was not, in the main, adulterated; but other foods were, particularly milk, and in the milk-houses it was the regular custom to have a pump to simplify the matter of watering this beverage.

There were two extremes in London life of the eighteenth century—squalor, poverty, and filth on one hand; luxury, gayety, and extravagance on the other. There was the London of St. James's and the Pall Mall and Hyde Park section; there was the London of the wharf rats or of the tumble-down houses on London Bridge. But Johnson's London was not in either of these. Though occasionally in touch with both extremes, Johnson was of neither.

In 1808 there was published in London a little book of 4 by 5 inches, but made up of over 460 pages, which claimed to be a "correct guide to all the curiosities, amuse-

ments, exhibitions, public establishments, and remarkable objects in and near London." This little red-bound book, then in its ninth edition, really did give a mass of miscellaneous material about the city and its life—which is very interesting when compared with our own time. Many pages of this book are devoted to public amusements and galleries: Drury Lane, Covent Garden, the Italian Opera, the Pantheon, or the summer spectacles at Haymarket Theatre, Vauxhall Gardens, and other places. But this was not Johnson's London. While he loved to be entertained, and was the most sociable of men, he did not—dressed in velvet coat, lace ruffles, and curled wig—step into a sedan chair and hie away to the resorts of the average pleasure-seeker. Instead—in shabby coat, with "snuffy" ruffles, if any, and his old scorched wig—he would take his lumbering way down to the Mitre Tavern, touching each post on the way, and muttering to himself as he rolled along. It was not the gay pageantry of the Thames pleasure-boats which he sought, but the brilliant wit and enlivening conversation of his literary friends around a bottle of port.

Johnson's London was the London of Fleet Street and its environs, a quarter north of the Strand occupied by coffee houses, taverns, theatres, a great market, and the people belonging to these places. Even yet is Fleet Street associated with literary work and publishers, and today this street, or *piece* of street, is filled with newspaper offices and the lodgings of those who carry on such work. In and around this street, in this limited district lying just outside one of the western gates of the old city walls, Johnson lived for forty-seven years, driving down through Southwark to Streatham, venturing out to the royal library at the palace, going for an occasional visit to Lichfield or Oxford, or even penetrating the dreadful wilds of Scotland, but always coming home to Fleet Street. He



agreed with Boswell in saying that no beauties of nature could be equal to Fleet Street.

In all Johnson's life in London he had lodgings in seventeen different places. The first of these was in Exeter Street, opening into the Strand. Here, when in 1737 he and Garrick came to London, Johnson lodged in a garret at the house of Norris, a stay-maker, and finished writing his *Irene*. Here in this Venetian street, looking out on the water which glittered under the sun or turned leaden under the clouds, he lived as a struggler. At the eight-penny ordinary, the Pine Apple, in New Street, where he dined, he was noticeable for his gaunt, lank form and scarred, twitching face, but more for his learning and for his conversational powers. For some time he lived on four-pence-halfpenny a day, and paid visits on clean-shirt days only. He met "very good company" at the Pine Apple; for though no one knew his neighbor's name, some had traveled. "It used to cost the rest," the Doctor related proudly in after-life at great tables, "a shilling, for they drank wine; but I had a cut of meat for sixpence, and bread for a penny, so that I was quite well served; nay, better than the rest, for they gave the waiter nothing." This Exeter Street was that in which Exeter House once stood, and where lived Earl Cecil, son of the celebrated Burleigh. There was a wide gap between the Exeter Street of Johnson's garret, amidst most unsavory surroundings, and the Exeter Street of Elizabethan days—days when the street was ever rustling with satin, when gilded coaches were constantly passing and silk canopied boats putting off to Elizabeth's palaces, either at Greenwich or Whitehall.

It was to a house in Oxford Street that Johnson brought his fat, red-cheeked Tetsy. At that time this was a section quite unfashionable, and here Johnson was probably further away from Fleet Street than at any other period during his London residence. About this time also he lived for a

short while in Bow Street. All the great authors and actors had lived here when the place was more fashionable. Here Johnson dwelt when drudging for Cave, tramping out perpetually to St. John's Gate in Clerkenwell to see him, and there frequently dining behind a screen, since he did not consider himself well enough dressed to appear in company with Cave's more distinguished guests.

There were other dwelling places of Johnson's, of which but little is known. He had for a short time a lodging in Woodstock Street, far away from printers and taverns; there was a brief stay in that grimy defile known as Fetter Lane; and he also lived for a time in Bedford Street in a house opposite Henrietta Street. This was one of those thoroughfares in which the traffic was sufficiently heavy to necessitate the use of posts to safeguard pedestrians from vehicles and horses. Sheridan and Whyte once came to call at the house in Bedford Street, and there were watching for Johnson's return. Aided by an opera glass they could recognize him at quite a distance, and were amused to see him lumbering along, with that queer rolling gait of his, and laying his hand on *every* post he passed. If by chance he had overlooked one, he would return and rest his hand upon it a second and then resume his walk.

He also for a time had lodgings in the Temple. But the lodgings which seem truly associated with Johnson—his real homes—were the houses of Fleet Street or, rather, the houses in those little courts which opened into Fleet Street: Johnson's Court, Gough Square, and Bolt Court. The house in Gough Square is, in some ways, most closely connected with him, and is today the shrine to which pilgrims repair. To reach this, one should walk westward down Fleet Street, on the side opposite the Temple, until he comes to a narrow opening called Johnson's Court. Having turned up that passage, he will enter a square, Bolt Court,



from which there appears to be no outlet; but there is one at the far end, and through this a winding way leads to Gough Square. Here, at No. 17, the house still stands in which Samuel Johnson lived from 1748 to 1758 and compiled the Dictionary that brought him eternal fame. Here, too, "dear Tetty" died. To one side of the simple doorway is a plaque which reads:

Dr. Samuel Johnson  
Author  
Lived Here  
B. 1709                  D. 1784

The house belongs to Mr. Harmsworth, who preserves it with pious care and also allows the public to visit it. No. 17 is surrounded by an iron railing, protecting a tiny garden. The visitor enters a pleasant hall, hung with pictures which illustrate incidents in the life of Johnson and containing some pieces of good furniture, which are of his period, if they never belonged to him. Over the door is a closely leaded fanlight, and the door also has an ingenious fastening as a safeguard against burglary. Leading into the cellar are the steep steps up which Francis Barber had to trip, and Phelps thinks the steps in themselves furnish sufficient explanation of the reason for Barber's going to sea. Opening into this entrance hall is a room paneled in pine—a paneling which, though rough, has become a lovely rose-brown color. In this room are attractive windows with perfectly square panes and deep window seats. The room is filled with relics of Johnson, and many of his letters are here preserved under glass. On the second floor (in England called the first floor) there are two good rooms, the most attractive seemingly a drawing room. It is paneled and painted in cream and has a kind of Chinese molding about three feet from the floor. Quite evidently it was a lady's drawing room, but it seems a little difficult to associate it with "dear Tetty." There are many portraits of Mrs. Thrale in

the house, though Johnson did not meet the Thrales until after he had left Gough Square. On the next floor there is a large room containing many books dealing with Johnson, his friends, his times. Visitors are, under suitable conditions, allowed the great privilege of consulting these rare and delightful volumes. There are here many early editions of books which it is a joy to see and to handle. On a table are the two great brown folios of the Dictionary. But the crowning glory of the house is the attic, which stretches over the whole building. It has windows on three sides, in addition to a skylight over the stairs. In this room the Dictionary was compiled. There was plenty of room here for the "six amanuenses, five of them natives of North Britain." We can go to each window in turn and look out over the London that Johnson loved. Here is London, the heart of London. Here St. Paul's dome and golden cross, there the church towers that must be St. Sepulchre's—old houses, old roofs, romance. Phelps says: "If the spirit of our host ever returns to this house, I think he visits the room in which he 'tugged at the oar.' It is a good room in which to think and, clearing the mind of cant, to pray for some measure of the faith, courage, and honesty of Samuel Johnson."

It was to Johnson's Court that he moved soon after meeting Boswell, and here the Scotchman frequently visited him. In fact, Boswell was rather distressed when he found later that Johnson had left the place which bore his name, even though it was *not* named for him. Here Miss Williams lived on the ground floor and Mr. Levett in the garret, while on the floor between Johnson had his sleeping quarters and his study, with his untidy but well-worn folios. Here he read and wrote and planned, with more light and air than he had previously enjoyed in the Temple, where he had occupied rooms after leaving Gough Square.

Number 8, Bolt Court, has long been



torn down; else this also would be a shrine, perhaps more so than Gough Square, since it was here that Johnson spent the last seven years of his life, and here that he endured his last painful illness. Miss Williams had lived here before he did, while he lodged in Temple Lane, and Johnson would go every night to drink tea with her, which she always kept waiting for him, regardless of the hour. Here at Bolt Court he kept his cat, Hodge, for which he used to go out and buy oysters. Here on the ground floor poor blind Miss Williams served the tea, sounding the cups with her fingers to see whether they were full, to the great disgust of Miss Reynolds and Mrs. Thrale. Here was the little garden that the author of *Rasselas* loved; here were the book-piled rooms where he could think and fret and brood and storm as he liked. Here, near to the friendly roar of Fleet Street, which he loved, he was waited on by Frank Barber and the silent old surgeon, Mr. Levett. Here, we read in *Haunted London*, "used to sit the lawgiver of the club, hoarding up mysterious scraps of orange peel, eating veal-pie and plums till perspiration dropped from his forehead; sleeping late and then repenting it; praying, resolving, twitching, grunting, shaking his head, puffing, blinking, teasing Goldsmith and snubbing Boswell; in a word, turning out down the Court, wig hind before and stockings down, amid the clamour of boys and the wonder of chairmen, to hand Mrs. Montague or bewitching Miss Burney to her carriage." It was here, too, in a quiet room at the back on the first (second) floor of this vanished house that the Doctor died. Here to this quiet Court came Burke and Langton and others of the Club to bid farewell to the dying man; here Reynolds promised to read the Bible and not to paint on Sundays. Here, too, the old Doctor fully realized his condition and was glad to be told that his would be the honor of a burial-place in Westminster. In Bolt Court on Monday,

December 13, at seven o'clock, he, for whom Death had always held such terror, passed away so quietly that the watchers did not know that the end had come.

While his headquarters were largely in these grimy courts of Fleet Street, about half way between the spire of St. Bride's and the spire of St. Clement Danes, much of Johnson's real life was spent elsewhere: in the taverns and coffee houses or in the homes of his friends.

The Fleet Street section was alive with coffee houses and taverns. It is said that, all counted, there were thirty-seven coffee houses in this quarter during Johnson's day. And the Lexicographer was a familiar figure in many of these. He might be found at The Black Boy, in the Strand, opposite the Adelphi; he might be found at the Golden Anchor, at Holborn Bars; he was frequently found at Gray's Inn or Staple Inn. At the King's Head Beef-steak House in Ivy Lane, Newgate Street, Johnson organized his first club. The members were merchants, booksellers, physicians, and dissenting ministers. Here, while the steak spluttered, Johnson would beat down his adversaries with his conversational club, frequently talking more for victory than from conviction. At the Essex Head in Essex Street, in 1783, Johnson also organized a club which was much less known. This was done for the benefit of Sam Greaves, an old servant of Mr. Thrale. They met three times a week—"the terms low, the expenses light." He who missed forfeited two-pence. and each man was president in turn. Barry was a member, but Sir Joshua Reynolds would not join, being "afraid of Barry." Another haunt was the Queen's Arms in St. Paul's churchyard. Here the Doctor got a friend to form a city club of quiet men, not patriots. In this place Johnson dined the day Mrs. Thrale died, for he always dreaded solitude. But it was at the Turk's Head in Gerrard Street, Soho, that *the Club* was organized. Started by Reynolds and Johnson,



this was begun in 1764. It originally consisted of the members who met every Friday night for supper. Here Sir John Hawkins, that wrong-headed member, quarreled with Burke; here Goldsmith tried to elbow in his jokes; and here Reynolds shifted his ear-trumpet and took snuff. Hither came Johnson from his room in Johnson's Court or from his talk about the Hebrides with Boswell at the Mitre in Fleet Street. It was into this club that Boswell was taken after fidgeting all evening while talking to Lady Diana Beauclerk, for fear he should be rejected. At the Turk's Head, leaning over a chair as if over a pulpit, Johnson delivered to Boswell a mock charge as to his duties as a good fellow and a clubbable man. Here—despot and autocrat at the club meetings on Friday nights—the Doctor enunciated all his prejudices, his hatred of furious Frenchmen, Scotchmen, Whigs, Dissenters, or Fielding's novels, and his love of city life, of tavern, of club, and of *good haters*. Here he preached and thundered, teased Garrick, and confuted Gibbon, lamented Goldsmith's death, and railed at Wilkes. The permanent establishment of the Club, as Boynton says, "was as great as any of Johnson's achievements, for it marked . . . the complete emancipation of literature from fashion and the coming of a day when neither riches nor poverty could of themselves distinguish a member of the republic of letters."

Mitre Tavern in Fleet Street was one of Johnson's greatest haunts. In 1763 he seems to have been perpetually there. Boswell, writing later, said: "When I go up that quiet, cloistered court, running up like a little secure haven from the stormy ocean of Fleet Street, and see the Doctor's gnarled bust on the bracket above his old hat, I sometimes think the very waistcoat must still be impregnated by the fumes of seething punch bowls." At this time the Doctor used to leave his chambers in Inner Temple Lane, later pulled down, at four in the af-

ternoon and never go home again till two in the morning, afraid of solitude and the blue devils that lurked in the old Temple rooms, awaiting his return. The first time that Boswell and Johnson met *at the Mitre* it was by the arrangement of Bozzy, for he had heard that the Mitre was a place of frequent resort with the Doctor, who used to sit there late. Boswell, a young man about town, having determined to go to Utrecht and study law, wanted Johnson's advice about a course of study. Having been introduced to the Doctor at Davies the bookseller's, Boswell proposed a meeting at this same Mitre, with its curtained partitions and incomplete daylight. After a few days Bozzy met the Doctor going home to Inner Temple Lane at one in the morning. Unabashed, as ever, he proposed the Mitre, but Johnson replied kindly enough, "No, sir, it is too late. They won't let us in. But I'll go with you another night with all my heart." About a week later they met by appointment and went to the Mitre for supper. That night was the pride of Boswell's life, for Johnson took his admirer's hand and said, "Sir, give me your hand; I have taken a liking to you." Boswell speaks of the occasion with an almost *deifying* reverence: "The orthodox high-church sound of the Mitre, the figure and manner of the celebrated Samuel Johnson, the extraordinary power and precision of his conversation, and the pride arising from finding myself admitted as his companion, produced a variety of sensations and a pleasing elevation of mind beyond what I had ever before experienced." It was at this same low-browed tavern that Johnson made that dreadful remark to Mr. Ogilvey, the Scotchman: "The noblest prospect which a Scotchman ever sees is the high road which leads him to London."

It is not far from the Mitre to Wine Office Court, where Goldsmith lived when he wrote a grammar for Newbery, the bookseller, and where Dr. Percy also dwelt.



Here, on the right hand, is the Cheshire Cheese, still standing, where in a certain window they point out Johnson's seat and also that of Boswell. Few today visit London without going to the Cheshire Cheese—some for the ale and famous steak, but most for its associations with Johnson.

Of almost equal importance with the coffee houses were the homes of Johnson's friends, where he was ever the honored guest and also the privileged one. We know of his freedom at the home of the Thrales, where he not only had a complete apartment where he could "growl to his liking" on his blue days, but also ordered what he liked for dinner. It was just a pleasant drive to Streatham down through Southwark and Brixton, especially after Blackfriars bridge was built in 1769 ("London" Bridge was long the only one, then Westminster was built in 1750), and Johnson took this drive often.

In Salisbury Square he used to visit Richardson, whose literary works he greatly admired. Here Hogarth heard Johnson denounce the cruelty with which Jacobites were treated and, judging from his rolling eyes and frothing mouth, took him for a madman. Always Johnson was accorded a warm welcome in the home of "little Garrick" on the Adelphi Terrace—looking out over what later became the London Embankment. There, even after Garrick's death in 1779, the wheezing old Doctor, together with such other friends as Hannah More and Fanny Burney, would go to cheer Mrs. Garrick's loneliness and share her luxurious dinners. He dines with the printer Strahan, dines at the Mitre, dines at Streatham, coquettes—in his lumbering way—with Mrs. Thrale, and goes home to the fogs and grime of Bolt Court. In 1870 he writes Mrs. Thrale:

"How do you think I live?—On Thursday I dined with Hamilton and went thence to Mrs. Ord. On Friday at the Reynoldses'; on Sunday at Dr. Burney's with

the two sweets (daughters of Mrs. T.) from Kensington; on Monday with Reynolds; today with Mr. Langton; tomorrow with the Bishop of St. Asaph. I not only scour the town from day to day, but many visitors come to me in the morning, so that my work (*Lives of the Poets*) makes little progress."

Among those friendships which Francis Barber mentioned to Boswell as being particularly comforting to Johnson in the days of sadness just after his wife's death, he speaks of Mrs. Ann Gardiner, wife of a tallow chandler on Snow Hill, "not in the learned way, but a worthy good woman." She had been introduced to Johnson by Mary Masters, a poetess, who had herself become acquainted with him when he was writing for Cave, for Miss Masters lived in Cave's home in St. John's Gate. He frequently dined at Mrs. Gardiner's on Snow Hill. In his Journal of Easter Day, 1777, he wrote, "I dined by appointment with Mrs. Gardiner, and passed the afternoon with such calm gladness of mind as it is very long since I have felt before." Yet on the morning of that day he had been "much distressed." Frederick M. Smith has taken these scraps of references to the "tallow chandler's wife," together with two or three brief extracts from Johnson's letters and from the letters of Miss Masters, with Hoole's account of Johnson's last days, during which Mrs. Gardiner was constantly in attendance to serve and comfort, and has given us a very charming picture of Johnson's friendship with this "worthy good woman." Of course the picture is largely imaginary in its details, but while reading it we feel that we have come closer to the real heart of Johnson than in all the pages of Boswell's *Life*. Boswell himself was highly pleased to be noticed by the great, and he liked to show that Johnson "loved a lord." Frederick Smith in this article has emphasized the fact that he also at times leaned toward simple things, and

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yearned for homely virtues. After his well-cooked and neatly-served dinner at Snow Hill that Easter Day, that day on which he had been "much distressed" in the morning, he settled down in Mrs. Gardiner's immaculate little parlor, into which a sweet spring mildness entered through the open window, and peace fell upon him. He dozed and dreamed and muttered and, after his "forty winks," woke refreshed in mind and spirit and cheerily returned to Bolt Court to give Miss Williams an account of his day. Whatever value he set upon the aristocracy of birth, yet he could take his comfort—possibly his greatest comfort—among homely folk, and in such scenes we come nearer to a true understanding of the personality of the man.

In June, 1784, Johnson took his last dinner at the old Club with Reynolds and Burke and Langton and Boswell and others less known. After this it is mostly Bolt Court. Miss Williams is gone; so is Levett, his other old pensioner. Of the welcoming home-faces none remains but Frank Barber. Langton comes to see him, and Reynolds, though the sick man finds the ear-trumpet rather difficult to use now. Burke comes and shows a woman's tenderness; Boswell, before he goes north, bounces in and out, his assurance somewhat lessened by the genuine sorrows that hang over him; little Miss Burney rushes into the ante-room and stays there for hours; while Mrs. Gardiner, the tallow-chandler's widow, was there until the end, being the last to prepare food for him and seeing that nothing was neglected for his comfort. Thus, amid a circle of his friends from different walks of life, came the passing of Johnson's spirit.

Yet we can not think of that spirit as being far from London—his London—the London of which he said, "The happiness of London is not to be conceived but by those who have been in it." London would seem a suitable place for ghosts to walk,

and of all the city no spot more appropriate than the quaint, dark little courts and lanes opening into Fleet Street. There the careless, slovenly, physically unattractive, yet in many ways lovable man spent forty-seven years of his life—days of blended sunshine and shadow, melancholy and mirth—and here, when standing in Gough Square, one doubtless feels that his spirit yet lingers.

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VERGILIA P. SADLER

Whatever retrenchments are made in public education should be made by the friends of children, and not by those who would sacrifice the welfare of the schools to serve selfish ends or to promote their own political fortunes or those of their party, or who in this period of distress seek to gain temporary and cheap popularity with the over-burdened taxpayers by loudly denouncing the public school as costly and extravagant—to be led first to the sacrifice as the chief offender among our public institutions.—EDWIN C. BROOME



## SIGNIFICANT FACTS ABOUT AMERICAN EDUCATION

TWENTY-THREE of every 1,000 adult Americans are college graduates.

ONE hundred twenty-five of every 1,000 are high-school graduates.

THE chances of a boy or girl going to high school, which were only 1 in 25 in 1890, are now 1 in 2.

THE chances of a boy or girl going to college, which were only 1 in 33 in 1900, are now 1 in 6.

ONE of every four Americans attended some kind of school during the past year.

OF every 1,000 pupils in fifth grade, 610 enter high school, 260 graduate from high school, 160 enter college, and 50 graduate from college.

COSTS per school day per child in public elementary school: 39 cents; in high school: 80.9 cents.

COSTS per hour per child in public elementary school, 7.8 cents; in high school, 16 cents.

COSTS per hour per class (average of 39 elementary pupils) \$3.04; (average of 25 high-school pupils) \$4.00. Of these costs 75 per cent is for providing instruction by trained teachers and supervisors.

TEN cents per day paid by every person of voting age in the United States would pay the entire bill for public education: Per year for each child: Elementary, current expense, \$67.82; high school, \$114.03; college and university, \$500.00.

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The above facts have been brought together largely from statistics collected on a nation-wide scale by the Office of Education in Washington, D. C.



# THE VIRGINIA TEACHER

Published monthly, except June, July, and August, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.



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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editor of THE VIRGINIA TEACHER, State Teachers College, Harrisonburg, Virginia.

## EDUCATIONAL COMMENT

### THE COST OF SCHOOL BOOKS

Cost of textbooks furnished free to pupils by city schools in the United States average \$1.58 per pupil, according to information made available on September 1, at the Division of Statistics, Federal Office of Education. The total cost exceeds \$4,000,000 annually. Data have been compiled by the Office of Education from 227 cities within 14 states and the District of Columbia where text-books are distributed to pupils free.

According to information supplied to the *U. S. Daily*, the cities range from 10,000 population to over 100,000, and are divided into three groups, the first embracing all over 100,000, the second those between 30,000 and 100,000 and the third between 10,000 and 30,000. The schools include the elementary, the junior high and the high school. More than 2,500,000 pupils are enrolled in the schools of the 227 cities.

On the basis of pupil enrolment, the per capita cost of text-books computed for the three educational levels shows an increase for each population group and in each level of a group. The group of largest cities shows the smallest costs. In the elementary schools for the first group of cities, the text-

book cost per pupil is given as \$1.17, which is based on an elementary enrolment of 38,861 pupils in the average city group.

In the second population group, the elementary enrolment for the average city is 6,479 pupils, while the *per capita* cost for the elementary school text-books for the second group is \$1.21. In the third group the elementary enrolment of the average city is 2,732 pupils, and the cost is \$1.34.

The larger the enrolment unit, the smaller is the *per capita* cost for text-books. A like condition holds true for the junior high school and for the high school, except as between the high school units of the second and third groups where the costs are the same.

*Per capita* costs for junior high schools follow: For the first group of cities \$1.92, for the second, \$2.03, and for the third, \$2.06. For high schools, the cost for the first group is \$2.63, and \$2.87 for the second and third groups, respectively.

A total of 1,732,085 elementary pupils is shown in the 227 cities studied, 356,381 junior high school pupils and 451,634 high school pupils. A total of 2,540,100 pupils is represented in all levels of education of the cities furnishing text-books free.

—*School and Society.*

### RIDING OUT THE STORM

Looking forward to the financial problems of the year that lies ahead, the Committee on Educational Finance of the American Council on Education reports as follows:

"Tax-supported institutions, with the drying up of revenue from taxation, will doubtless resort more generally than is now the case to special fees for special services. If this practice becomes at all prevalent, it will aid not only the state institution but indirectly the institution under private control, by enabling the latter to collect a larger share of the cost of education from the student. On the other hand, a reduction in



wages will make it increasingly difficult for the average man to pay the cost of his children's higher education and will increase the demand for scholarships, loans, and special aid. The failure of college and professional school graduates to find jobs will have a tendency to diminish the present general demand for higher education. The reduction in the number of teaching positions will leave many prospective teachers unemployed and have a tendency to reduce the scale of salaries, at least in the lower ranks. Some of the weaker colleges will be forced to become junior colleges, some will be forced to consolidate with other institutions, and a few will be forced to close. The prudent administrator who practices every economy, postpones capital expenditures, avoids the broad and easy road of increased indebtedness, will doubtless ride out the storm with safety and find his institution unified and strengthened by the enforced retrenchments, and ready for the new day of promise which will eventually follow the storm."

#### TEACHING OVERPAID?

Cost of public elementary and secondary education is 2.4 per cent of the total national income. Teaching has always been an underpaid profession. It has never been able to compete in economic attractiveness with other important occupations. The average salary of teachers in the United States is 71 per cent of the average salary of all gainfully occupied persons and 65 per cent of the average salary of all salaried employees. (Average salary of gainfully occupied persons: \$1920. Of salaried employees: \$2075. Of teachers, principals, and supervisors: \$1364.)—*Compiled by Research Division, National Education Association.*

#### "WE CALL THIS ECONOMY"

"By all means let us stop waste, but let us be sure it is real waste we are stopping. Almost three-fourths of the expenditures of

the federal government are absorbed by our military costs and obligations growing out of past wars and yet throughout the nation we are trying to balance budgets by cutting the heart out of the only things that make government a creative social agency in this complicated world. We slash scientific bureaus, we trim down our support of social service and regulatory bureaus, we squeeze education, we fire visiting nurses, we starve libraries, we drastically reduce hospital staffs, and we call this economy and actually think we are intelligent in calling it that. Real economy waits upon far sighted statesmanship that will effect deep going local, state, and national as well as international reforms. Indiscriminate budget slashing may set us back socially for a generation."—*Glenn Frank, president of the University of Wisconsin.*

#### "SEEN IN THE PUBLIC PRINTS"

"The state, we are told, must pay 38 cents per inmate in the seven penal institutions, whereas the College of William and Mary, V. P. I., and V. M. I., incurred an average net debt to the state of only 9.1 cents per average student.

"A comparison between costs of convicts and college students—to be sure, it is precisely the situation in which the question was asked: Which do you prefer—herring or billiards?"—Excerpt from an editorial, "The Higher Statistics," in the *Richmond Times-Dispatch*, Nov. 19, 1932.

Halmann's "Will o' The Wisp," Zona Gale's "Neighbors," and Pertwee's "Evening Dress Indispensable" are being offered as a bill of one-act plays by the Players' Club of the University of Richmond.

Owen Davis's "The Nervous Wreck" is being produced by the V. M. I. Dramatic Club in Jackson Memorial Hall on December 10.

Professor Howard W. Odum, Kenan



professor of sociology at the University of North Carolina, addressed honor students of Hollins College on the evening of Nov. 17, his subject being "The Task and Limitations of the Social Sciences in a Troubled World."

President Julian A. Burruss of Virginia Polytechnic Institute on November 14 spoke at a meeting of the Association of Land Grant Colleges and Universities held in Washington, D. C.

C. W. Dickinson, Jr., director of libraries and textbooks for the Virginia State Board of Education, spoke at the conference of the Southeastern Library Association in Chattanooga, Tennessee, on November 24.

William H. Jones, for many years president of the Southern Teachers Agency of Columbia, S. C., and Richmond, Virginia, was killed in an automobile accident on November 5. A native of Buckingham county, Virginia, Mr. Jones was widely known to teachers and school executives in Virginia and the entire South.

William and Mary's 1,562 total enrolment (including extension students) is drawn from 31 states and 7 foreign countries. Virginia students included in this enrolment number 888.

The third annual tournament of the Virginia-North Carolina Field Hockey Association was held at Sweet Briar College on November 12. Participating were full teams from Farmville, Harrisonburg, Westhampton, Sweet Briar, William and Mary, and representative players from teams of the following colleges: Hollins, Randolph-Macon Woman's College, and Salem College (North Carolina).

Charlotte Baker, a pupil in the Middletown High School, Frederick county, won \$50 as third prize in a contest sponsored by the National Grange for the best essay on "Why the Grange Should Foster Street and Highway Safety." There were 8,000 contestants.

Sweet Briar College, Sweet Briar, Va., ranked second in a test administered last May to the sophomores of 138 colleges and universities in thirty-eight states by the advisory committee on college testing of the American Council on Education, according to a detailed report of the test just submitted by the committee to the various participating colleges and printed in *The Educational Record* for October.

## THE READING TABLE

ADJUSTING THE SCHOOL TO THE CHILD. By Carleton Washburne. Yonkers-on-Hudson: World Book Company. 1932. Pp. 189. \$1.68.

The very title of this book is stimulating because it gives evidence of the techniques discussed therein. These have been developed and practiced over a period of years in the public schools of Winnetka, Illinois, and are usually spoken of as the "Winnetka Plan." The plan, however, is not static, but subject to change as the need arises, this need being detected through constant "thinking, research, and experimentation."

Most of the chapters have already appeared in *Modern Education* and one, in *Progressive Education*; consequently, they have probably been read by the more progressive teacher. One of the most interesting of these is the chapter on "Adjusting the Arithmetic Curriculum to the Child," which sets forth the findings of the Committee of Seven of the Northern Illinois Conference on Supervision, covering five years' investigations in over three hundred cities. It is enlightening to read that many arithmetic facts have, heretofore, been presented to the child before he is ready for them; that is, before his mental growth is sufficient to grasp them. Perhaps this accounts for so much failure to teach arithmetic successfully.

Individualizing school work is the keynote of the whole volume. Not only is there discussion of the application to the various fields of subject matter, but also of the necessary administration required and of



need for educating one's public for such a program.

Mr. Washburne's experiment is an ambitious one and apparently brings real results. Teachers should find inspiration in it.

B. J. L.

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LEARNING TO SEE: A WORK BOOK IN COLOR AND DESIGN. By Mamie Russell Mutz. Minneapolis, Minn. Burgess-Roseberry, Mimeograph Publishers. 1930. Pp. 105. Illus. \$2.50.

In preparing this mimeographed, paper-covered, unassuming volume, the author has had in mind college freshmen specializing in home economics in particular. She regards the course in elementary color and design as a service course, a "tool" subject, preparing students to participate happily in later courses in clothing selection, costume design, and house furnishing.

The book concerns itself with the tools used in design, and problems involving the use of design tools. In part one, line, proportion, spacing, scale, color, texture, etc., are taken up; in part two such subjects as personal coloring, lettering, flower arrangements, solving a color problem, posters, surface patterns, etc., are treated. Many diagrams, charts, and line drawings help to elucidate and clarify the discussion in the text.

The author believes that the development of ability to choose well is an essential part of the training in home economics, and she has, consequently, provided many opportunities for choosing under her "suggested activities and experiences" at the close of each discussion of a topic. Many of the references given include specific pages; and the "suggested activities and experiences" refer very closely to these references. Dynamic symmetry is fitted very logically and quite neatly into the discussion of proportion, spacing, and scale. Three color theories are touched upon, and a quite elaborate discussion of color for beginners is given.

The book will serve quite well as a text

book in a beginning course in design for college students in home economics. This would be especially true if the instructor were new in this field of teaching. Adaptations would have to be made to individual situations, of course, as is always the case. Many helpful suggestions will be found in this book for any teacher of beginning design.

G. M. P.

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SPELLING WORKBOOK. By Oscar K. Buros. New York: The American Book Company. 1931. Pp. 57.

An ingenious spelling pad with "a systematic and easily administered scheme for providing sufficient individual drill and repetition to insure spelling mastery." Full study directions.

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LEISURE READING for Grades Seven, Eight and Nine. BOOKS FOR HOME READING for High Schools: Graded and Classified. Prepared by a Committee on Leisure Reading, Stella S. Center and Max J. Herzberg, co-chairmen. 211 West 68th St., Chicago: National Council of Teachers of English. 1932; 1930. Pp. 132; pp. 112. Paper covers. 20 cents each; in quantities, 15 cents each.

These two reading lists for the use of pupils in junior and senior high schools, respectively, are attractively printed and pleasingly illustrated, both in color and in black and white. Not a few copies in the library but one in the hands of each pupil is the ambition of the English Council, for by the possession of individual copies will pupils get the greatest stimulation and encouragement to wider reading. The lists are based on the vital interests of young America; there are brief annotations, to boot, in the list for junior high schools.

In the prefatory note the committee says: "While some readers like to browse, taking with a gallant spirit whatever book experiences they encounter, other readers like a well-ordered program of reading. They may like to read several books of one kind: for example, stories about Indians, or the West, or school life. Others, after reading a book, like the author so well that they wish to read more books by him. Follow



any plan you like—only cultivate the reading habit.

"Reading is your chief means of filling your leisure time profitably and agreeably. Not idle time but leisure time rightly used is the index of your mental growth. Books help you to understand life and people and your surroundings; they often make you more appreciative of the people you meet every day."

PORTFOLIO OF BLOCK PRINTS. By William S. Rice. Milwaukee: The Bruce Publishing Company. 1932. 17 Plates.

Mr. Rice's linoleum prints show a knowledge of good composition, style, and texture especially adaptable to linoleum cuts. His style is not minute and finely finished but shows simplicity, largeness, freedom, and ease. Two colored and fifteen plates printed in black, tan, and white on soft finish paper depict subjects rich in history and atmosphere—Venetian Palaces, Roman Housetops, Landing at Capri, Windswept Cypress, and Quaking Aspens. These plates are valuable for the beginning craftsman, as they show so simply the nature of design and technique often used in this particular art.

A. M. A.

## NEWS OF THE COLLEGE

The Class of '33 celebrated their last class day, November 16, with marked solemnity and dignity. Each senior wore academic costume throughout the day. There was a formal dinner in the Junior-Senior Dining Hall, followed by a dance in the Big Gym.

Dr. Susan M. Lough, professor of social science at Westhampton College, spoke in chapel on Senior Day. She traced the development of education from the middle ages to the present, emphasizing the growing international point of view today. Her discussion of the League of Nations and her own experiences at Geneva as an observer were filled with interest.

H. T. C. conquered her ancient rival, the

Westhampton Spiderettes, in the ninth annual clash between the two schools by a score of 1-0. Edith Todd, Richmond, of the local team, starred with her deft, clever plays, while Captain Seay of Westhampton played an outstanding game for the visitors.

The H. T. C. varsity hockey team was unscored on in the four games played at the third annual Virginia-North Carolina hockey tournament held at Sweet Briar.

In the first game, the Purple and Gold was victorious against an "Et Cetera" team composed of players from Hollins and Randolph-Macon Woman's College by a score of 3-0 in H. T. C.'s favor. The local team bested Farmville 2-0 in their second game. In the third game played against another "et cetera" team, the Schoolma'ams' score read 3-0. Against Sweet Briar's second team, the local second team was again victor 4-0.

The players who made the trip were Captain Mary Haga, Danville; Douglas MacDonald, Statesville, N. C.; Eleanor Wilkins, Capeville; Louise Allred, Winston Salem, N. C.; Marietta Melson, Machipongo; Alma Fultz, Butterworth; Frances Neblett, Kenbridge; Emily Pittman, Gates, N. C.; Edith Todd, Richmond; Lillian Dickstein, New York; Margaret Campbell, Richmond; Kathleen Finnegan, New York; Pamela Parkins, Norfolk; Lucy Coyner, Waynesboro; Julia Courter, Amelia; Dorothy Mentzinger, New York; Minerva Bernstein, New York; Joyce Lea, Massies Mill; Jacqueline Baker, Columbia; Emilyn Peterson, Lake City, Fla.; Mary Lee Bryant, Whittles Depot; Edith Walker, Chat-ham; Virginia Dorset, Washington, D. C.; Eleanor Studebaker, Luray.

The first Standards Day to be held at H. T. C. ended with a fashion review in Wilson Hall presented before a queen of fashion, Ann Davies, Ballston.

Princesses were Frances Neblett, Betty Coffey, Helen Madjeski, Sybilla Crisman, Helen Meyer, Katherine Glenn. The



heralds were Virginia Bean and Albertina Ravenhorst; the crown and sceptre bearers, Kathleen Tate and Edith Todd; the train bearers, Kathleen Pickett and Althea Johnston. Before the queen and her court the fashion show was displayed. Sally Face acted as announcer and pointed out the salient features of each garment.

The mannequins who paraded costumes were Kathleen Carpenter, Mary Vernon Montgomery, Carolyn Baldwin, Mildred Mullins, June Gulliford, Eliza Smith, Anne Bond, Belle Kreiger, Piercy Williams, Marietta Melson, Virginia Newell, Dorothy Harris, Martha Saunders, Mary Parker, Willine Clark, Virginia Lewis, Mary Belote, Conway Gray, Anna Colvert, Virginia Orange, Catherine Bard, Martha Franklin, Laura Melchor, Elizabeth Carson. All garments were furnished through the courtesy of Ralph, Jos. Ney and Sons, the Parisian Shop, J. C. Penny and Co., B. Ney and Sons, Lovett and Garber, incorporated.

Separate tables displaying other phases of the Standards Committee's work were in Harrison Hall. These displays included a model Sunday night supper, the correct methods of responding to formal invitations, and rules and hints on the art of proper make-up.

The stores which contributed to these displays were: Reilly's Drug Store, Valley Book Shop, Nicholas Book Store, Pender's, Mick or Mack.

An exhibition of oil paintings by G. Thompson Pritchard, New Zealand artist, was held recently under the auspices of the Art department and the Art Club.

Mr. Pritchard's paintings covered a wide diversity of subjects. There were scenes from New Zealand, England, Holland, France, Germany, Algiers, America, and several other countries.

The Art Club has also sponsored an exhibit of Japanese wood blocks and prints. Works of Korin, Hiioshigi, Hokusai, masters of this art, were included in the collection.

The Glee Club, under the direction of Miss Edna T. Shaeffer, is practicing for the Christmas vesper service, which will be given the Sunday before the college closes for the holidays. The program will include several numbers by Haydn, in commemoration of the two-hundredth anniversary of his birth, as well as *The Christ Child*, a cantata, by C. B. Hawly, and *The Hallelujah Chorus* from *The Messiah*, by Handel.

*An Evening with Verdi* was presented as the third number on the entertainment course, December 13, in Wilson Hall.

Thelma Ballon, soprano, and Lyman Ackley, baritone, sang duets from the following operas by Verdi: *Aida*, *Il Trovatore*, *La Traviata*, *Othello*, *Rigoletto*.

The setting for each number was given in dialogue by Julia Duke, Harrisonburg, who took the part of Signor Guiseppe Verdi, and Frances Houck, Harrisonburg, who impersonated Signora Guiseppina Verdi.

Madaline Newbill, Norfolk, will be assistant editor of the *Schoolma'am*, student year-book, according to an announcement made recently by Lois Drewry, Clifton Forge, editor-in-chief. Hilda Hisey, Edinburgh, is assistant to Catherine Manke, Hampton, business manager. Other members of the staff are Lillie Tucker, Crewe; Eloise Thompson, Crewe; Kitty Taylor, Stuart; Florence Holland, Eastville; Elizabeth Warren, Lynchburg; Kathleen Tate, Lebanon. Rebecca Snyder, Waynesboro, art editor, has chosen as members of her staff Dorothy Martin, Norfolk; Ellen Pruden, Suffolk; Margaret Hannah, Cass; Margaret Kent, Pulaski; Elizabeth Showalter, Oakton; Virginia Earman, Keezletown; Aileen Sifford, Norfolk; Mildred Foskey, Portsmouth; Frances Pigg, Washington, D. C.

*Cat o'Nine Tails*, a three-act comedy mystery, was presented by the Athletic As-



sociation as their annual production. Dorothy Martin, Norfolk, coached the play.

The cast contained Janet Lowrie, Cuba; Betty Bush, New York; Eleanor Cook, Charleston, W. Va.; Sally Face, Hampton; Helen Stansbury, Richmond; Kathleen Carpenter, Norfolk; Gladys Farrar, Rustburg; Grace Buie, Lake City, Fla.; Laura Melchor, Winston Salem, N. C.; Bernice Bowden, Red Hill; Mary Bragg Young, Petersburg.

Alpha Rho Delta, the classical club, has announced the following new members: Louise Golliday, Quicksburg; Elizabeth Kincannon, Trevillians; Virginia Somers, Burkeville; Eugenia Trainum, Louisa.

The Alpha Chi Chapter of Kappa Delta Pi has announced the following candidates for membership: Mildred Simpson, Norfolk; Elizabeth Kerr, Harrisonburg; Alberta Stevens, Richmond; Hazel Wood, Petersburg; Frances Whitman, Purcellville; Ruth Behrens, Timberville; Sarah Lemmon, Atlanta, Ga.; Janie Shaver, Harrisonburg; Gladys Farrar, Rustburg; Barbour Stratton, Gordonsville; Sallie Scales, Mt. Airy, N. C.; Virginia Earman, Keezletown; Mary Spitzer, Harrisonburg; Hilda Hisey, Edinburgh; Madaline Newbill, Norfolk; Jacqueline Baker, Columbia.

The Scribblers were hosts recently to the faculty and student body at a literary party in the Little Gym. Contests in which the visitors guessed the titles of books and of pictures were held.

The organization is comprised of Sarah Lemmon, Atlanta, Ga., chief scribe; Ruth Behrens, Timberville; Dorothy Martin, Norfolk; Janet M. Lowrie, Cuba; Katye Wray Brown, Roanoke; Madaline Newbill, Norfolk; Christobel C. Childs, Orange; and these members of the faculty: Miss Marie Louise Boje, Miss Margaret Hoffman, Miss Ruth Hudson, Mrs. Nancy Ruebush, Mr. Conrad Logan, and Dr. C. H. Huffman. Miss Elizabeth Cleveland and Dr. John W. Wayland are honorary members.

Eliza Smith, local chairman of the Red

Cross, has chosen to aid her in the membership drive Viola Lewis, Evangeline Sheets, Pamela Parkins, Dorothy Lipscomb, Henrietta Manson, Catherine Cox, Pauline Slaughter, Bessie Nash, Sarah Lemmon, Rebecca Snyder, Vera Munsden, Lemma Phipps, Imogene Jamison, and Lucy Chapell.

Mildred Cross, Salem, and Kitty Carroll, Norfolk, have been elected freshman representatives to the Student Council.

Dr. Henry A. Converse, professor of mathematics and registrar of the college, presided at the District Convention of Kiwanis International held in Washington, D. C., on October 27, 28, and 29. Dr. Converse's term as governor of Capital District will expire on December 31, 1932.

"Huddle," starring Ramon Navarro, was the first sound picture to be presented in Wilson Hall. Installation of the new vitaphone equipment was completed in time to allow this showing Thanksgiving evening before the entire student body. The machine is of the "U" type sound system, and is a Western Electric product.

The Stratford Dramatic Club has announced the following new members: Sarita Byrd, Charleston, W. Va.; Billie Milnes, Charles Town, W. Va.; Mildred Henderson, Williamsburg; Dorothy Williams, Norfolk; Elizabeth Maddox, Louisa; Lillian Shotter, New York.

The Glee Club has added the following new members: Kathleen Carpenter, Norfolk; Betty Marie Coffey, Mint Spring; Charleva Crichton, Norfolk; Sybilla Crisman, Winchester; Mary Elizabeth Deaver, Lexington; Frances Graybeal, Christiansburg; Lois Meeks, Baltimore; Dorothy Parker, Staunton; Luemma Phipps, Galax; Beatrice Shorts, Harrisonburg.

Le Cercle Français has added the following new members: Frances Sweeney, Evington; Lillian Lambert, Bridgewater; June Taliaferro, Harrisonburg; Helen Minor, Harrisonburg; Elsie Mallory, Vigor; Marguerite Childress, Richmond.



## ALUMNÆ NEWS

### ANNUAL LUNCHEON AT RICHMOND

The annual Harrisonburg alumnæ luncheon held during the state educational conference took place at the Richmond Hotel on Thanksgiving Day. After the luncheon Miss Ruby Norford, president of the Richmond alumnæ chapter, called for five-minute speeches from President S. P. Duke and Dr. Florence Boehmer, dean of women. Both told alumnæ of recent developments at the college.

Present were Mrs. Johnston Fristoe, Harrisonburg; Mary Brown Allgood, Richmond; Kate Wilmoth Robinson, Rockville, Md.; Mozelle Powell, Richmond; Bela Outlaw, Richmond; Margaret Mackey, Harrisonburg; Frances Kinnear, Richmond; Sue Ayres, Windsor; Clara Belle Smith, Chester; Virginia Gilliam, Hopewell; Margaret A. Borden, Norfolk; Bragg W. Moyer, Edinburg; Eleanor A. Wrenn, Edinburg; Carrie Dickerson, South Boston; Florence Dickerson, South Boston; Marian Marshall Dennis, Salem; Rosa Heidelberg Loving, Roanoke; Ruth Witt, Roanoke; Marian Nesbitt, Richmond; W. J. Gifford, Harrisonburg; Florence E. Boehmer, Harrisonburg; Ruby Norford, Richmond; S. P. Duke, Harrisonburg; Annie P. Starling, Winchester; Margaret Herd, Richmond; Nina Williams, Winchester; Dorothy S. Garber, Harrisonburg.

### ALUMNÆ CHAPTERS ELECT OFFICERS

At a meeting of the Harrisonburg alumnæ chapter held Nov. 18 in Alumnæ Hall the following officers were elected: Mrs. Howard Ralston, president; Mrs. William Shreve, vice-president; Lucille McGloughlin, secretary; Janet Biedler, treasurer.

The Richmond alumnæ at an enthusiastic meeting elected these officers for the current year: Ruby Norford, president; Ruth K.

Paul, vice-president; Margaret Bottom, secretary; Evelyn Wilson, treasurer. All Richmond alumnæ who were not at the meeting are asked to get in touch with Miss Norford, whose phone number is 4-4514.

### WEDDINGS

Announcement has been made of the marriage of Miss Jenny Lind Hockman to Mr. Hubert Cather, both of Winchester. The ceremony took place at Snow Hill, Md., on July 18, 1932. Mr. and Mrs. Cather are at home at 23 South Stewart Street, Winchester.

Miss Carraleigh Jones, of Gordonsville, and Mr. Joseph Edgar Singletary, of Winston-Salem, N. C., were married at 7 o'clock on November 26 in the Gordonsville Christian Church. They will be at home in Winston-Salem.

Mr. and Mrs. John A. Smith, of Java, have announced the engagement of their daughter, Orra Estelle, to Mr. Kenneth Ellis, of Waverly.

### PERSONAL ITEMS

Mary Hundley teaches the seventh grade at Ridgeway and her sister, Lillye Hundley, teaches home economics at Bassett.

Lucille Fagg West is teaching the third grade at Axton, and Clarita Ross Gravely has the second grade in the same school.

Virginia Kellam, Margaret Forester, and Mrs. Margaret F. Winder are teaching in grade schools in Northampton county.

Miss Daisy West writes that Hazel Grotton and Thelma Lewis are doing excellent work as teachers in the grades at Ballston.

### OUR CONTRIBUTORS

WILLIAM G. CARR is director of the research division of the National Education Association. EDGAR W. KNIGHT is professor of the history of education in the University of North Carolina.

VERGILIA P. SADLER, a graduate of the State Teachers College at Harrisonburg, Virginia, and of the University of Virginia, is now teaching English in the high school of Charles Town, West Virginia.



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